

Grade Two Unit Outline Example
Grade Two Focus: The Local Community

Unit 1: Where is My Community?

Grade Level Content Expectation	Vocabulary, Concepts, Skills	Building the Concept
<i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i> 2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	<i>Construct</i> maps symbols labels legends human and natural characteristics of place	Using geographic tools and technologies to examine the world and answer geographic questions.
2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.	<i>Describe</i> spatial organization relative location distance direction scale	difference between absolute and relative location spatial organization
Places and Regions <i>Understand how regions are created from common physical and human characteristics.</i> 2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.	<i>Compare</i> human and natural characteristics of place	difference between human and physical characteristics region
2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).	region	Define how space can be divided into regions.

Unit 2: What is My Community Like?

Grade Level Content Expectation	Vocabulary, Concepts, Skills	Building the Concept
Human Systems <i>Understand how human activities help shape the Earth's surface.</i> 2 – G4.0.1 Describe land use in the community (e.g., where people live, where services are provided, where products are made).	<i>Describe</i> land use	Cultural development impacts places and regions.
2 – G4.0.2 Describe the means people create for moving people, goods, and ideas within the local community.	movement of goods, people, and ideas transportation technology	Cultural development impacts places and regions.
2 – G4.0.3 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.	<i>Describe</i> diversity	Cultural development impacts places and regions.

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Grade Two Focus: The Local Community

Unit 3: Citizens in My Community

Grade Level Content Expectation	Vocabulary, Concepts, Skills	Building the Concept
Environment and Society <i>Understand the effects of human-environment interactions.</i> 2 – G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.	human environment- interaction responsible resource use	Human activities change the natural environment.
2 – G5.0.2 Describe positive and negative consequences of changing the physical environment of the local community.	positive and negative consequences physical environment	Human activities change the natural environment.
Roles of the Citizen in American Democracy <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i> 2 – C5.0.1 Identify ways citizens participate in community decisions.	<i>Identify</i> community decision	Citizens have both rights and responsibilities. Responsible citizenship is active.
2 – C5.0.2 Distinguish between personal and civic responsibilities and explain why they are important in community life.	personal responsibility civic responsibility <i>Distinguish between</i> <i>Explain</i>	the relationship between rights and responsibilities of citizenship
2 – C5.0.3 Design and participate in community improvement projects that help or inform others.	<i>Participate</i> community improvement project	Responsible citizenship is active.
Citizen Involvement <i>Act constructively to further the public good.</i> 2 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.	<i>Develop and implement</i> action plans public issue	Responsible citizenship is active.
2 – P4.2.2 Participate in projects to help or inform others.	<i>Participate</i>	Responsible citizenship is active.

Grade Two Unit Outline Example
Grade Two Focus: The Local Community

Unit 4: How Do We Get Along with Each Other in My Community?

Grade Level Content Expectation	Vocabulary, Concepts, Skills	Building the Concept
Purposes of Government <i>Explain why people create governments.</i> 2 – C1.0.1 Explain why people form governments.	purpose of government	Identify questions political scientists ask. purpose of having governments
2 – C1.0.2 Distinguish between government action and private action.	<i>Distinguish between</i> private action public action	sources of legitimate power limiting the power of government
C2 Values and Principles of American Democracy <i>Understand values and principles of American constitutional democracy.</i> 2 – C2.0.1 Explain how local governments balance individual rights with the common good to solve local community problems.	<i>Explain</i> individual rights common good community problems	limiting the power of government using core democratic values in daily life
2 – C2.0.2 Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.	Pledge of Allegiance CDV: patriotism.	promoting the values and principles of our American democracy CDV: patriotism
C3 Structure and Functions of Government <i>Describe the structure of government in the United States and how it functions to serve citizens.</i> 2 – C3.0.1 Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	<i>Give examples</i> <i>Make laws</i> <i>Enforce laws</i> <i>Interpret laws</i>	The structure of government at the local level, state level, and national level all have provisions for 1. making laws or ordinances 2. enforcing laws or ordinances 3. interpreting laws or ordinances
2 – C3.0.2 Use examples to describe how local government affects the lives of its citizens.	local government	Government affects the lives of citizens as it carries out its legitimate authority to fulfill the functions of government.
2 – C3.0.3 Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).	services provided by local governments	Governments carry out their legitimate authority, provide services, and fulfill functions. Governments provide goods and services when it is more efficient for the government to provide them as opposed to private business. Taxes pay for public goods and services
P3.1 Identifying and Analyzing Public Issues <i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i> 2 – P3.1.1 Identify public issues in the local community that influence the daily lives of its citizens.	<i>State a problem</i> public policy issue	Identify public issues.

Grade Two Unit Outline Example

Grade Two Focus: The Local Community

2 – P3.1.2 Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.	graphic data pictures charts	Analyze public issues.
2 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.	<i>Identify</i> resolutions	Evaluate alternative resolutions to public issues.
P3.3 Persuasive Communication About a Public Issue <i>Communicate a reasoned position on a public issue.</i> 2 – P3.3.1 Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.	<i>Communicate and tell why</i>	communicating and supporting a personal point of view

Unit 5: How Do People in My Community Use Resources

Grade Level Content Expectation	Vocabulary, Concepts, Skills	Building the Concept
Market Economy <i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i> 2 – E1.0.1 Identify the opportunity cost involved in a consumer decision.	opportunity cost consumer decision trade-off scarcity choice	Because of scarcity, people must make choices; once a decision is made, the first best option not taken is the opportunity cost
2 – E1.0.2 Identify businesses in the local community.	business profit good service	market economy circular flow
2 – E1.0.3 Describe how businesses in the local community meet economic wants of consumers. <u>Teacher help:</u> Economic wants are desires that can be satisfied by consuming a good, service, or leisure activity.	business consumer economic want	economic wants
2 – E1.0.4 Describe the natural, human, and capital resources needed for production of a good or service in a community.	natural, human, and capital resources production good service	Entrepreneurs put together natural, human, and capital resources to provide goods and services.
2 – E1.0.5 Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.	specialization	Using money, markets, and specialization of labor, consumers can meet their economic needs and wants.
2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.	physical and human characteristics	Communities have regions based on their physical and human characteristics
2 – G5.0.1 Suggest ways people can responsibly interact with the environment in the local community.	human environment interaction	human environment interaction

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Grade Two Focus: The Local Community

Unit 6: What Was My Community Like in the Past?

Grade Level Content Expectation	Vocabulary, Concepts, Skills	Building the Concept
Living and Working Together in Communities <i>Use historical thinking to understand the past.</i> 2 – H2.0.1 Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events, residents, artifacts, photographs).	chronological thinking year decade timeline primary sources visual data informational text	using historical inquiry to understand the past using language and timelines to support chronological thinking
2 – H2.0.2 Explain why descriptions of the same event in the local community can be different.	point of view primary sources	using historical inquiry to understand the past
2 – H2.0.3 Use an example to describe the role of the individual in creating history.	Historical inquiry questions <ul style="list-style-type: none"> • What happened? • When did it happen? • Who was involved? • How and why did it happen? • How does it relate to other events or issues in the past, in the present, or in the future? • What is its significance? 	using historical inquiry to understand the past Construct a historical narrative using information from the past.
2 – H2.0.4 Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).	primary sources case study <i>Show relationships</i> visual data informational text	using historical inquiry to understand the past using language and timelines to support chronological thinking
2 – H2.0.5 Identify a problem in a community's past and describe how it was resolved.	primary and secondary sources visual data informational text	using historical inquiry to understand the past Construct a historical narrative using information from the past.
2 – H2.0.6 Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).	primary and secondary sources visual data informational text	using historical inquiry to understand the past Construct a historical narrative using information from the past.